

New Jersey  
Comprehensive Health Education and  
Physical Education Curriculum



NEW JERSEY STATE DEPARTMENT OF EDUCATION  
SUMMER 1999

**FRAMEWORK**

**CURRICULUM**



# **NEW JERSEY COMPREHENSIVE HEALTH EDUCATION AND PHYSICAL EDUCATION CURRICULUM FRAMEWORK**

***A Document in Support of the Core Curriculum Content Standards for  
Comprehensive Health Education and Physical Education***

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# **NEW JERSEY COMPREHENSIVE HEALTH EDUCATION AND PHYSICAL EDUCATION CURRICULUM FRAMEWORK**

Visit the *Comprehensive Health Education and Physical Education Framework*  
on the New Jersey State Department of Education Web Site:

**<http://www.state.nj.us/education>**  
(Click on “Educators”)



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**YOUR FEEDBACK IS ENCOURAGED!**

*The New Jersey Comprehensive Health Education and Physical Education Framework, like the Standards themselves, is intended to be a “living” document, subject to periodic review and revision. Comments and suggestions regarding the Framework should be submitted to the New Jersey State Department of Education (Attention: Comprehensive Health Education and Physical Education Coordinator).*

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## PREFACE

The *New Jersey Comprehensive Health Education and Physical Education Framework* is a resource and guide for educational communities as they restructure schools to align existing health and physical education curriculum with the *Core Curriculum Content Standards*. The *Standards* describe what students should know and be able to do by the end of their K-12 educational experience in New Jersey's public schools. Ultimately, the *Standards* seek to develop citizens who are **health literate** and **physically educated**, individuals who take responsibility for their own health and promote the health of their families and communities.

The *Comprehensive Health Education and Physical Education Standards and Framework* are supported by *N.J.S.A 18A:35-5 to 8*. The statute requires all students in grades one to twelve to participate in two and one-half hours of instruction in health, safety, and physical education in each school week. The statute further requires that the conduct and attainment of the pupil in said course shall form a part of the requirements for promotion and graduation. In order for students to achieve the skills and knowledge required by the *Standards*, unstructured play, (such as recess) should not be used to fulfill the health, safety, and physical education mandate. Instructional programs must be designed to enable all students including those in kindergarten, to meet the *Standards* and should be developed, taught, and assessed by certified and trained staff.

This *Framework* is designed for use by educators who practice in a variety of K-12 teaching environments. The document presents broad, overarching concepts and ideas for the development of curriculum and instruction. Additionally, the *Framework* provides an overview of instructional strategies and assessment methods to assist educators in the development of a supportive, effective learning environment.

New Jersey emphasizes the importance of every student linking school-based learning with a career major. Both school-based and work-based experiences contribute to the student's development. In support of this approach, the five *Cross-Content Workplace Readiness Standards* are also included in this *Framework*. Comprehensive health and physical education support and complement school-to-work and career initiatives.

The *Framework* acknowledges that instruction in comprehensive health education and physical education is provided by a broad spectrum of certified staff. Collaboration is the key to effective program planning and implementation. The *Framework* poses many questions about current instructional practices. It is hoped that this document sparks professional discourse leading to effective instructional and assessment practices in every school and at every grade level.

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## **THE VISION: WELLNESS IS THE ART OF LIVING**

*The New Jersey Comprehensive Health Education and Physical Education Curriculum Framework envisions the following:*

- A well-articulated K-12 comprehensive health and physical education program that prepares all students to actively and effectively achieve and promote lifelong wellness;
- A continuous sequence of learning, firmly rooted in both public health and educational research and effective practice;
- An instructional sequence that provides all students multiple opportunities to use the acquired knowledge and skills in meaningful, authentic, and realistic ways; and
- A school community that recognizes and fosters the intrinsic value of wellness.

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## ACKNOWLEDGEMENTS

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In addition, we would like to thank those school district administrators who supported task force members during this long and arduous process. We would also like to thank our partner organization, The University of Medicine and Dentistry of New Jersey, for its assistance and support in the development of this document.

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## INTRODUCTION TO THE NEW JERSEY FRAMEWORK INITIATIVE

In 1995, New Jersey enacted the *Strategic Plan for Systemic Improvement of Education* to ensure the development and assessment of rigorous academic standards throughout the state. On May 1, 1996, the New Jersey State Board of Education adopted 61 *Core Curriculum Content Standards* in seven academic areas along with five *Cross-Content Workplace Readiness Standards*. For many years, comprehensive health education and physical education has struggled to remain part of a thorough and efficient education for New Jersey students. The adoption of the *Comprehensive Health Education and Physical Education Standards* reinforces the state's continued support for health and physical education as an instructional program designed to foster lifetime wellness. For the first time since the inception of the health, safety, and physical education mandate in 1917, comprehensive health and physical education will be included in the statewide assessment program. Such a commitment to the field cannot be taken lightly. The *Core Curriculum Content Standards* articulate a vision of exemplary instructional programs that promote the intellectual, social, emotional, and physical development of every child. The *Standards* require teachers and administrators to implement programs that clearly enable all students to meet these challenges.

The *Comprehensive Health Education and Physical Education Framework* represents the knowledge, experience, and enthusiasm of a cross-section of New Jersey educators. The *Framework* development team drew from the expertise of leaders in the field, from current health and physical education research, and from existing state and national documents. The *Framework* was reviewed by hundreds of teachers, administrators, school nurses, counselors, parents, and students from across the state. Designed to serve as a catalyst to assist schools in making curricular decisions, the *Framework* is not intended to replace an existing curriculum. It is simply a collection of “tried and true” activities, professional insights, and research that support curricular programs designed to enable all students to meet and exceed the demands set forth by the *Core Curriculum Content Standards*.

Translation of the *Standards* and cumulative progress indicators into meaningful strategies for teaching and learning is a formidable task. Local school districts may choose to implement the *Standards* in varying ways. The *Framework* serves as an anchor, an effective tool to ground the development of curriculum and supportive programs that foster healthy behavior for all New Jersey students. The *Framework* cannot, in and of itself, change what happens in our classrooms, in the gymnasium, or on the playground. It can, however, serve to focus much-needed discussion on the critical needs of our children and youth and the role that comprehensive health education and physical education can play in addressing those needs.

The document is organized in the following manner:

- Chapter 1      Rationale for the Study of Comprehensive Health Education and Physical Education**  
This chapter presents a historical review of the field and an overview of the benefits of comprehensive health and physical education instruction.
- Chapter 2      Program Implementation**  
This chapter discusses program models, interdisciplinary instruction, and key elements of effective programs.
- Chapter 3      Linking the *Standards* and *Framework* to Curriculum Development**  
This chapter presents the *Standards* and indicators, outlines the curriculum development and renewal process, and discusses dealing with sensitive issues.
- Chapter 4      Learning and Behavior**  
This chapter offers an overview of brain research as well as educational and social learning theories.
- Chapter 5      Rethinking Assessment**  
This chapter provides an overview of classroom assessment strategies and practices and discusses the statewide student assessment program.
- Chapter 6      Professional Development**  
This chapter provides an overview of the newly-enacted professional development requirement, focusing on the elements of effective staff development.
- Chapter 7      Preparing for the World of Work**  
This chapter focuses on the implementation of the *Cross-Content Workplace Readiness Standards*.
- Chapter 8      Sample Learning Activities**
- Standard 2.1- Health Promotion and Disease Prevention**  
Wellness; safety; nutrition; environmental health; consumer health; disease prevention and control; growth and development; personal health
- Standard 2.2- Personal, Interpersonal and Life Skills**  
Decision making; problem solving; conflict resolution; stress management; communication skills; coping skills
- Standard 2.3 - Alcohol, Tobacco, and Other Drugs**  
Physical, behavioral, and social effects of the use and abuse of substances
- Standard 2.4 - Human Sexuality and Family Life**  
Human growth and development; relationships; sexuality throughout the life span; pregnancy; parenting; the prevention of sexually transmitted diseases (STDs) and HIV infection

**Standard 2.5 - Movement**

Locomotor, nonlocomotor, and manipulative movement skills; movement concepts such as rhythm, tempo, force, and projection

**Standard 2.6 - Fitness**

Health-related fitness components; setting fitness goals; modifying activities for lifetime fitness

**Chapter 9****Instructional Adaptations for Students with Diverse Needs**

This chapter presents modifications to instructional strategies and materials for students with diverse learning needs, including students with disabilities, limited English proficient students (LEP/ESL), and exceptionally able (gifted/talented) students.

**Chapter 10****Technology**

This chapter focuses on the use of technology in the health and physical education classroom.

**Appendices**

The appendices provide additional information to support and clarify elements of the *Framework* and include:

**Appendix A: Instructional Resources**

**Appendix B: Visual Tools to Enhance Learning**

**Appendix C: Sample Assessment Practices**

**Appendix D: The National Standards**

**Appendix E: Cross Content Workplace Readiness Standards**